

**FINAL ASSESSMENT REPORT**  
**Evaluation of Undergraduate and Graduate Programs**  
**Department of Criminology**  
**Cyclical Review Period: 2021–2022**  
**Date: June 16, 2022**

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**I. Evaluated Programs**

- Honours B. Soc. Sc. in Criminology
- Joint Honours B. Soc. Sc. in Criminology and in Feminist and Gender Studies
- Major in Criminology
- Master of Arts (MA) in Criminology
- Master of Arts (MA) in Criminology Specialization in Feminist and Gender Studies
- Doctor of Philosophy (PhD) in Criminology

**II. Evaluation Process (outline of the visit)**

- This final assessment report on the above programs was prepared from the following documents: (a) the self-study report produced by the academic unit, (b) the report of the external evaluation following the virtual visit, and (c) the comments outlined in the action plan by the Dean of the Faculty of Social Sciences, Dr. Victoria Barham, the Director of Criminology, Dr. Jennifer Kilty, and the Undergraduate and Graduate Program Coordinators in Criminology (Dr. David Joubert, Dr. Richard Dubé, and Dr. Steven Bittle), to the report in (b).
- The virtual site visit took place on January 20-21, 2022, and was conducted by Dr. François Fenchel, Université Laval, and Dr. Dominique Clément, University of Alberta.
- The visit was carried out virtually due to the SARS-CoV-2 pandemic. The reviewers were provided a comprehensive self-study brief that had been previously presented and discussed at the School Assembly prior to revision.
- During their visit, the external evaluators met with the following individuals and groups: the Vice-Provost for Academic Affairs, Dr. Aline Germain-Rutherford; the Dean of the Faculty of Social Sciences, Dr. Victoria Barham; the Vice-Dean Undergraduate Programs, Dr. Hélène Pellerin; the Vice-Dean Graduate Programs, Dr. Sylvie Frigon; the Director of the Department of Criminology, Dr. Jennifer Kilty; Coordinator of Undergraduate Programs, Dr. David Joubert; Coordinator of MA Programs, Dr. Richard Dubé; the Coordinator of Ph.D. Program, Dr. Steven Bittle; Field placement coordinator, Drew Taylor; regular APUO faculty members at each rank; part-time APTPUO faculty; and faculty level support staff (including: Operations Coordinator, France Dompierre; Academic Assistant, Juliette Bouffard; Graduate Studies Academic Administrator, Terry Kruyk; Administrator of Undergraduate Programs, Manon Lalande; and Supervisor of Academic Services, Annie Suzor); and graduate and undergraduate students.

### III. Summary of Reports on the Quality of Programs

This section aims to inform the unit on the strengths and weaknesses observed during the evaluation process to improve its programs.

#### 1. EMPHASIZING THE STRENGTHS AND IDENTIFYING CHALLENGES

##### STRENGTHS

- The uOttawa Department of Criminology is not only the largest of its kind in Canada, but the external evaluators rank it in the top three such departments in Canada. The external evaluators were impressed at the range of activities in the Department, the intellectual environment, its interdisciplinary approach to criminology, the commitment of its students, the evolving curriculum and the high quality of research conducted by the faculty and students.
- The Department's programs all emphasise critical approaches to criminology; this particular emphasis is one of Department's strengths. The programs' concern with abolitionism is also unique among other Canadian departments of criminology.
- The Department's ability to deliver all its programs in both English and French makes it unique among Canadian criminology programs. Just as important, the bilingual nature of the Department means that its teaching and research are grounded in two historically and epistemologically rich traditions, which is a unique attribute differentiating it from other similar departments throughout the world.
- The Department's undergraduate programs are in high demand from prospective students and enrolment rates are both high and stable, especially at undergraduate level.
- The Department operates two successful graduate programs in criminology, including one of only four PhD programs in Canada, and has a strong international reputation.
- The Department's graduate students have high rates of success in securing funding.
- Faculty members are initiating and leading major research projects that have impacts on public policy, the non-profit sector and the community/student populations.
- Graduating students are well-positioned to facilitate meaningful social change.
- The fact that the Department is able to train its students for certification with the *Ordre professionnel des criminologues du Québec* is unique in outside of Québec.
- The field placement program is competitive with similar programs across the country and is relevant in addressing societal needs and student demand.
- The Department has modified and renewed its various programs several times since the previous external evaluation. The Department's spirit of innovation is well demonstrated by projects such as Walls-to-Bridges, which gives students experiential learning opportunities in direct contact with criminalized populations, and by the use of the new classroom technology to offer distance courses to incarcerated students at the Grand Valley Institution for Women.

## **CHALLENGES**

- The lack of regular faculty with expertise in the field of quantitative methods continues to be a challenge, as was noted in the current and the two previous external evaluations.
- Equity, diversity, and inclusion (EDI) and Indigenization, including the need to hire for new positions with a focus on Indigenous studies, race and racialization and reform of the curriculum to reflect these concerns, require strengthening, despite recent efforts and two new Indigenous hires.
- The ratio of the number of undergraduate students to regular professors is higher in Criminology compared to other departments in the Faculty of Social Sciences. This high student-to-professor ratio creates challenges in terms of teaching loads and support.
- Changes to graduate student funding formula risks reducing the number of students.
- Part-time professors teach a significant proportion of 1000 and 2000 series courses in the undergraduate programs. Many Criminology undergraduates do not get contact with regular professors until their second or even third year of studies.
- Part-time professors face several challenges, many of which are common across universities in Canada: lack of professional networks, isolation from other teaching staff in the Department; frequent changes in the courses they are assigned to teach, and the lack of incentives to foster high quality teaching.

## **2. PROGRAM OBJECTIVES**

- The Department's mission and identity are clearly defined. The program requirements and associated learning outcomes are explicitly formulated. They are also in alignment with the University's statement of Degree Level Expectations.
- The University of Ottawa's Criminology programs align well with the university's Transformation 2030 strategic plan. The programs correspond with the university's mission in many other ways, including its commitment to bilingualism, interdisciplinary faculty and course offerings, and international training opportunities for students, such as an exchange program with *Université catholique de Louvain-la-Neuve* in Belgium.
- The undergraduate and graduate level field placement programs reflect the university's strategic priorities of promoting experiential learning, community engagement, and enhanced training for students.
- The external evaluators wrote in their report, "[o]ne issue that was especially concerning to us was the lack of a clear commitment to EDI (equity, diversion and inclusion) as well as Indigenous Studies." Since then, the Department has taken corrective actions.

## **3. CURRICULUM AND STRUCTURE**

- The Department's curriculum is up-to-date and in conformity with the standards of the discipline, at undergraduate, MA, and PhD levels.

- The Department's approach to curricular development puts an emphasis on critical approaches to criminology (CRM). This emphasis on critical approaches is both a relatively unique feature and a strength of the Department and its programs.
- The Department has proven adept in adapting over time by experimenting with its programs including a new course-based MA and part-time MA option.
- The Department has introduced innovative approaches to curriculum such as the Walls-to-Bridges project that enables experiential learning through direct contact between students and criminalized populations.
- The Department's teaching can lead to professional certification with the *Ordre professionnel des criminologues du Québec*.

#### **4. TEACHING, LEARNING AND EVALUATION METHODS**

- An appropriate mix of teaching, learning and evaluation methods is used throughout the undergraduate, MA and PhD programs in Criminology.
- Experiential learning, especially the field placement for senior undergraduates and MA students, is a key part of the learning process.
- Lack of regular professors specialised in quantitative methods is an important gap in the Department's teaching capabilities. The recent hire of an APTPUO Long-Term Appointment is only a partial solution. Upper-year undergraduates may thus be missing out on quantitative skills that they can use in their courses.
- Indigenous issues and the problems of racialized and criminalized populations require further strengthening.

#### **5. STUDENT EXPERIENCE AND GOVERNANCE**

- Lack of contact between regular professors and students in the introductory courses of the undergraduate programs may have effects on students' feelings of belonging to the Department as well as on learning.
- Experiential learning aspects of the undergraduate and MA programs are highly relevant and much appreciated by students.
- Criminology programs remain uncommon outside of Canada, the United Kingdom, and the United States, which creates significant difficulties for recruiting international students, especially francophones and international graduate students.

#### **6. PHYSICAL AND HUMAN RESOURCES**

- The high ratio of students to regular professors is a problem throughout the University of Ottawa but is more serious in Criminology than in most other academic units in the Faculty of Social Sciences. This high student-to-professor ratio manifests itself in several ways: high reliance on part-time professors for teaching, especially in the first two years of the undergraduate program, large class sizes, and stressful working conditions for professors.
- Few regular professors teach the introductory undergraduate courses, with the result that most introductory teaching is left to part-time professors. This situation

is problematic from an equity standpoint in that some regular professors contribute more to introductory courses than others. It also means that many undergraduate students have little contact with regular professors in their early years of study.

- Library and IT resources are adequate for the delivery of the undergraduate and graduate programs of the Department.
- The physical space allocated to the Department is adequate for the delivery of its existing programs and for the current number of graduate students. The proximity of graduate student offices to those of professors facilitates interactions between graduate students, especially PhD students, and professors. Any expansion of graduate student number will, however, result in a shortage of office space.

#### IV. Program Improvements<sup>1</sup>

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

**Recommendation #1:** Expand the number of professors with a particular emphasis on quantitative methods, Indigenous justice, and race and racialization.

**Recommendation #2:** Encourage the teaching of first-year undergraduate courses by regular faculty, ensuring broader faculty participation and load sharing.

**Recommendation #3:** Ensure that the availability and learning environment of quantitative methods courses (number of sections and student limits per group, computer labs, types of assessment, available teaching assistants) are appropriate.

**Recommendation #4:** Find concrete ways, including faculty hiring, to reduce the student/faculty ratio that exists in undergraduate criminology.

**Recommendation #5:** Every MA student in Years 1&2, and every PhD student in years 1-4, should be offered funding as a Teaching Assistant.

**Recommendation #6:** Enhance EDI and Indigenization initiatives within the Department including potentially a required course in Indigenous studies.

**Recommendation #7:** Consider how, and in what ways, it would be possible to do a doctoral thesis by articles.

**Recommendation #8:** Foster networks among part-time/APTPUO professors including shared physical spaces.

**Recommendation #9:** Ensure that part-time/APTPUO professors continue to be assigned teaching assistants, especially for junior-level courses.

**Recommendation #10:** Offer a part-time option for the MA program.

**Recommendation #11:** Clarify on the Department Web site that “equivalent” requirements for entry into the MA program are defined broadly.

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<sup>1</sup> Based on the External Evaluation Report.

**Recommendation #12:** Clarify, through different forms of communication (especially following admission), the choices implied or dictated by the paths chosen.

**Recommendation #13:** Add or encourage elective courses at the graduate level, led by bilingual instructors, where students can express themselves in the language of their choice.

## **V. Action Plan**

An Action Plan has been developed by the Director and the undergraduate, MA and PhD coordinators of the Department of Criminology. This Action Plan, which is already being implemented, indicates the Department's agreement with the external evaluators' Recommendations #1, 3-6, and 8-12. The Action Plan rejects Recommendation #13 (bilingual courses), while indicating a willingness to continue working on Recommendation #2 (greater use of regular professors in introductory undergraduate courses) and to reconsider its previous position on Recommendation #7 (PhD thesis by articles).

Indeed, the Department has already acted on two recommendations, namely the creation of a part-time MA program (Recommendation #10) and the allocation of teaching assistants to both APUO and APTPUO professors in line with the requirements of the collective agreement (Recommendation #9). The Department has made progress on Recommendation #1 (EDI and Indigenisation) with two recent APUO hires and will follow up on other EDI and Indigenisation issues. There is disagreement between the Department and the Dean's Office over the solution to Recommendation #5 on TA funding.

## **VI. Conclusion**

The Department of Criminology offers quality programs that meet the standards of the discipline at undergraduate, MA, and PhD levels of the discipline. The professors are skilled and highly regarded scholars in their fields who clearly demonstrate a commitment to undergraduate and graduate level education, research training, professional development, and innovative forms of teaching and learning. Experiential learning opportunities are strong aspects of the program, which are primarily though not exclusively operationalized by the undergraduate and MA level graduate field placement programs. The Department has not only shown a willingness to make necessary improvements to its programs during the eight-year evaluation cycle, but it has also developed a range of highly innovative approaches to teaching and learning criminology. Lack of regular professors specialised in quantitative methods, EDI and Indigenization remain unfinished items on the Department's agenda. A departmental Action Plan is in place to address those challenges identified in the self-evaluation report and the external evaluation that are within the Department's power to correct.

### **Schedule and Timelines**

A progress report that outlines the completed actions and subsequent results will be submitted to the evaluation committee by June 15, 2024.

The next cyclical review will take place in no more than eight years, in 2028–2029. The self-study brief must be submitted no later than June 15, 2028.

## Unit Response and Action Plan

### Faculty:

- Social Sciences

### Programs evaluated:

- Major in Criminology
- Honours BSocSc in Criminology
- Joint Honours BSocScn in Criminology and in Feminist and Gender Studies
- Master of Arts Criminology
- Master of Arts Criminology Specialization in Feminist and Gender Studies
- Doctorate in Philosophy Criminology

### Cyclical review period:

- 2021-2022

### Date:

- 2022-09-15

### General comments:

On Tuesday March 22, 2022, the Director and Program Coordinators for the Department of Criminology programs were made aware of the External Review Report produced in the context of the cyclical program evaluation. We were extremely pleased with the positive evaluation of our undergraduate and graduate programs. Given that the criminology undergraduate and graduate programs are committed to providing outstanding training and research experience, we were gratified to see that the external reviewers concluded that:

*“The Department of Criminology at the University of Ottawa is among the top three criminology programs in the country. It is widely recognized as a leader in this field. The Department is engaged with local, national and international communities while recruiting outstanding graduate students and faculty... Its contributions to the university include, among other things, an immense amount of service teaching. Among its many strengths include steady student enrolment; success rates for graduate students in securing funding; and initiating and leading major research projects. We were impressed at the range of activities in the Department; the intellectual environment; its interdisciplinary approach to criminology; the commitment of its students; the evolving curriculum; and the high quality of research conducted by the faculty and students”. (p. 2-3)*

Importantly, the evaluators found no major issues with the programs, program learning objectives, courses, or management of the programs. The report makes 13 recommendations, of which six are considered high priority. We take all the recommendations seriously and feel confident that by addressing them, our programs will be even stronger. The recommendations and the responses produced by the unit and the Dean’s office, are included below.

**Recommendation 1:** Expand the number of professors with a particular emphasis on quantitative methods, Indigenous justice, and race and racialization

**Unit response:** CRM supports this recommendation and has, for the past five years, identified these fields as the priority hiring areas in the unit’s three year hiring plan. Of note, CRM just hired two new scholars in the field of Indigenous justice (starting July 1, 2022) and will prioritize the hiring of a professor with quantitative methods skills in next year’s hiring proposal. Support at the decanal level and by the Provost’s office is required to operationalize this. Notably, the Department secured a long term appointment APTUO professor in 2021 (after the submission of the self-evaluation report) who specifically teaches six sections of CRM 3334/3734 Quantitative Research Methods in Criminology, which significantly lessens the annual burden to secure competent part time professors to teach these courses. This is a temporary solution to a larger long term deficit in faculty expertise and the unit remains committed to securing a tenure track regular position for a scholar with quantitative methods expertise.

**Decanal response:** As noted by the Department, three additional full-time teaching resources (and, most crucially, two faculty positions in indigenous justice) have been added to the faculty complement over the past twelve months. However, as is the case almost everywhere on campus, there can be no doubt that more professorial positions are required: as an institution, we are seriously short-staffed, and we need to find ways to grow the professorial complement.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
High	Prioritize quantitative methods, and race and racialization in the criminal justice system as priority hiring areas in the unit’s three year hiring plan.	Department Director (with support of Dean and Provost)	2022-2025	None

\* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)



**Recommendation 2:** Encourage the teaching of first-year undergraduate courses by regular faculty, ensuring broader faculty participation and load sharing

**Unit response:** The unit ensures that regular faculty members teach at least one section of each 1300/1700 and 1301/1701 per semester; however, we offer multiple sections of these courses annually and resources prevent us from having full time faculty teach all of them. We also try to ensure that regular faculty members teach the fall courses, which is when most students majoring in CRM take these classes, whereas the winter semester has more students who are taking these courses as electives (service teaching). Notably, CRM has several reliable APTPUO colleagues who have been successfully teaching these courses for many years.

**Decanal response:** The Dean is delighted by the Department’s expressed commitment to involving full-time faculty in teaching intro courses, and wishes to echo the department’s observation that many of the part-time faculty members who regularly deliver key courses in CRM are doing very good work. As the department notes, the challenge is to ensure that full-time and part-time faculty are used where they can be most effective, and in particular in a large program such as CRM to ensure that upper-year undergraduate and graduate courses are properly staffed. Again, this challenge is not unique to CRM. It may be worthwhile considering some more innovative strategies to try and resolve the tradeoffs. For example, two regular faculty members could share an upper-year undergraduate (or graduate) course, for 1.5 credits each, and then each split a first-year course with APTPUO colleagues, so that twice as many undergraduate students would get exposed to full-time faculty as with the approach proposed by the department. A guest lecture by a full-time faculty member could also be encouraged in intro courses which are taught by part-time faculty. At least one department in the FSS has also experimented with a collaborative teaching model for its introductory course, with regular professors splitting the hours (and the remuneration that would have otherwise gone to a part-time professor), to provide students with exposure to a large number of departmental colleagues.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Low	Continue to ensure that some full time faculty teach at the first year level.	Department Director, Associate Director (who manages the APTPUO file), and Operations Coordinator	NA	None

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**Recommendation 3:** Ensure that the availability and learning environment of quantitative methods courses (number of sections and student limits per group, computer labs, types of assessment, available teaching assistants) are appropriate.

**Unit response:** CRM supports this recommendation; the primary method we utilize to ensure the appropriate learning environment for our quantitative methods course is by maintaining a capacity limit of 35 students. This protects the pedagogical environment and allows us to hold lab sessions in addition to class lectures. The addition of the LTA professor who now teaches six sections of CRM 3334/3734 Quantitative Research Methods in Criminology annually also helps to ensure greater consistency in the pedagogical training the unit offers in this domain.

**Decanal response.** There can be no doubt that proper training in quantitative methods is important for ensuring that CRM graduates are able to pursue a variety of career paths, and I am very much in agreement with the department’s view that achieving this outcome requires an appropriate pedagogical strategy. I am less convinced that the *exclusive* focus on capacity limits is the best strategy for achieving the pedagogical objectives of the department (particularly given the relatively weak evidence in the academic literature on the impact of class size on learning outcomes, in contrast with the somewhat stronger evidence around pedagogical strategies). I would suggest that the recommendation of the external reviewers be interpreted as an invitation to develop some pilot projects, with a diversity of pedagogical strategies that could be carefully evaluated. In particular, the department might want to consider (i) hybrid models that would provide opportunity for hands-on experiential learning in groups of, say, 35, but would exploit the advantages of asynchronous learning for students who struggle with methods courses, (ii) problem-based learning pedagogy (including potentially including this course in the Ventures Initiative), and (iii) offering an alternative – and more ambitious - course option, possibly designed to attract students interested in cybersecurity, for students whose base level of numeracy is greater than that of the average CRM student. By investigating a *variety* of different strategies, it will be possible to establish which pedagogical approaches can deliver the best possible student experience while also ensuring that students acquire the targeted competencies. I would also note that the Anywhere project will make it possible to provide access to specialised software to uOttawa students from literally anywhere in the world (and, in particular, from any classroom on campus) and so it will no longer be necessary to teach CRM 3334-3734 in the Vanier labs.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
High	Maintain the 35 student maximum capacity limit for all CRM 3334/3734 Quantitative Research Methods in Criminology courses.	Department Director & Operations Coordinator	NA	None

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**Recommendation 4:** Find concrete ways, including faculty hiring, to reduce the student/faculty ratio that exists in undergraduate criminology.

**Unit response:** CRM supports this recommendation. By our estimation, the only way to reduce the student-faculty ratio is through faculty hiring, which requires support at the Decanal level and by the Provost.

**Decanal response.** As observed above, additional regular faculty positions have been added to CRM, but there is a campus-wide deficit. Until the underlying problem can be solved, our challenge as an institution is to strategic in how we look for ways to ensure that all of our students have access to full-time faculty, and particularly to ensuring that they are getting these opportunities at the right point in their education journey.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
High	Mobilize external evaluator recommendations in annual three year hiring plan to request additional full time teaching faculty. Connect with other units in FSS to try to secure joint positions.	Department Director (with the support of the Dean and Provost)	2022-2025	None

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**Recommendation 5:** Every MA student in Years 1&2, and every PhD student in years 1-4, should be offered funding as a Teaching Assistant

**Unit response:** CRM supports this recommendation – with the caveat that two of our MA program options (the course-based option and major research paper option) are one year programs, meaning TA obligations for those students are limited to one year. It is also of note that the Faculty of Social Sciences initiated a new policy that limits TA obligations for MA students to those who have a 9.0 CGPA. Given the teaching assistant assignment formula outlined in the collective agreement, some MA students who do not have a 9.0 CGPA may still receive this funding support, but overall this formula will reduce the eligibility of MA students to receive TA funding support. CRM will work with the Dean and Vice Dean of Graduate Studies to find ways to support our MA students. While it may vary in other disciplines, it is standard in other criminology departments in Canada for MA students to automatically receive TA funding; we must find ways to ensure this to remain competitive.

**Decanal response.** It is very easy to implement this recommendation: we can simply determine the number of TA positions required to respect the Collective Agreement, and admissions to the graduate programs can be limited to the number of students required to meet those obligations. Indeed, the Faculty is currently has a analytics process underway to specifically determine the number of TA positions that are required, as per the Collective Agreement, for each of its 9 units. Our suspicion is that this number is significantly lower than the number of TA positions currently allocated to CRM, and so would almost certainly lead to a decrease in the number of graduate students admitted to CRM. I very much doubt that this was the intended result of the recommendation.

More fundamentally, however, I would stress that the Faculty is working hard with *all* of our departments to try and ensure that all units understand that they have a role to play in generating resources to provide adequate support to graduate students. And whereas I strongly agree with the view that no student should be admitted to a PhD program without an adequate funding package, I fundamentally disagree with the notion that *all* students admitted to the MA students should receive funding. This is certainly not the case in most universities, and is certainly not the case in our competitor institutions.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
High	While the unit will, at a minimum, meet the teaching assistant assignment formula as outlined in the collective agreement, it remains committed to advocating for increased TA support – both to support APUO and APTPUO professors pedagogical endeavours and to ensure adequate MA and PhD level graduate funding support.	Department Director, MA and PhD Committees, with support from the Operations Coordinator, Vice Dean Graduate Studies, and Dean.	NA	None

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**Recommendation 6:** Enhance EDI and Indigenization initiatives within the Department including potentially a required course in Indigenous studies.

**Unit response:** CRM is committed both to EDI and to Indigenizing curriculum. The unit developed an Indigenization Plan and is currently building connections with local Indigenous communities and organizations with an eye to developing new opportunities for our field placement students and to recruiting Indigenous students. The unit also recently hired two Indigenous colleagues (commencing July, 2022) and created an ad hoc anti-racism committee in 2021 which has a standing line on the agenda for our monthly assembly meetings.

**Decanal response.** I am very, very proud of the commitment of CRM to indigenization and decoloniation as well as to anti-racism. The Faculty is actively seeking additional philanthropic support to ensure that students who have placements with indigenous communities and organisations have the financial means to pursue those placements, even if they are not local. The Dean would urge the department to think hard about its delivery model for other fourth-year courses so that students can accept field placements with indigenous communities and organisations outside the National Capital area.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
High	<p>Undergraduate committee to consult and assess possibility of making existing third year course CRM 3322/3722 Indigenous Peoples and Justice (or a newly created course in this field) a required course for CRM majors and/or for those taking the social justice minor (a new program we are in the process of creating).</p> <p>The unit has developed an Indigenization plan and is currently working to develop connections with local Indigenous communities and organizations with the hopes of creating undergraduate and graduate field placement options in this domain and improving Indigenous student recruitment.</p> <p>Anti-racism committee to consult on ways to promote EDI in our courses and programs.</p>	<p>Undergraduate Committee</p> <p>Indigenization Plan liaison and Field placement coordinators.</p> <p>Anti-racism Committee</p>	2022-2025	Possible; to be determined.

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**Recommendation 7:** Consider how, and in what ways, it would be possible to do a thesis by articles.

**Unit response:** The unit previously debated the idea of a thesis by articles and decided against it. However, as part of the unit’s ongoing efforts to regularly review its program, this option will be explored again in the 2022-2023 academic year to determine if members’ positions on the subject have changed, or whether other reforms to the program are deemed to be of higher priority. As part of this process, the PhD Committee will explore different thesis by articles options offered in criminology programs at other Canadian universities, the results of which will then be presented to the assembly for members’ consideration.

**Decanal response.** I am delighted to learn that the Department will again consider the idea of a thesis by articles. In addition to looking at the practise in other Canadian universities, it should perhaps also look at what is done by top Criminology departments internationally. It is good to be at the cutting edge of best practices, and as the largest Criminology department in Canada, one might expect that uOttawa would be a leader with respect to innovation.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Med.	The PhD committee will consult faculty members to revisit the possibility of creating a dissertation by articles option.	PhD Committee	2022-2023	To be determined

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**Recommendation 8:** Foster networks among part-time/APTPUO instructors including shared physical spaces.

**Unit response:** APTPUO colleagues are included on all email communications for departmental, faculty, and university wide news and events and are invited to all public presentations and workshops. APTPUO colleagues are encouraged to forward notices of events they may be engaged in to be distributed to colleagues and graduate students. The department provides private office space in FSS to the APTPUO professors who hold long term appointment positions, and reserves two offices on the 13<sup>th</sup> floor of FSS that are shared by all other APTPUO professors. The shared offices have two desks per office. The unit also keeps a standing line on the monthly assembly agenda for the APTPUO representatives to bring issues and concerns to the attention of the department.

**Decanal response.** The Department consistently demonstrates awareness of and concern for APTPUO colleagues.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Med.	Consult with APTPUO colleagues to better understand what type of network they would like to foster and how the unit could be helpful in doing so.	Department Director and Associate Director	2022-2023	None

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**Recommendation 9:** Ensure that part-time/APTPUO instructors continue to be assigned teaching assistants, especially for junior-level courses.

**Unit response:** CRM supports this recommendation. The unit will follow the teaching assistant assignment formula as outlined by our internal policy in a manner consistent with the relevant collective agreements.

**Decanal response.** Under no circumstances can APTPUO colleagues receive fewer teaching assistants than is required by the formula in the collective agreement. The Dean is very much of the view that the number of teaching assistants assigned to the instructor of a given course should depend only on the specifics of the course itself, and not on the union to which the instructor in question belongs.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Med.	The unit will follow the teaching assistant assignment formula as outlined in our internal policy in a manner consistent with the relevant collective agreements.	Operations Coordinator	NA	None

\* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)



**Recommendation 10:** Offer a part-time option for the graduate program.

**Unit response:** CRM now offers the possibility of studying part-time for most of its graduate programs, with two caveats. First, students who are registered part-time do not have access to scholarships or teaching assistantships. Second, students registered in any MA option that contains a field placement must be registered full time while completing the field placement.

**Decanal response. N/A**

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Med.	None. We now offer a part-time option for the graduate program.	N/A	N/A	None

\* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)

**Recommendation 11:** Clarify on the Department Web site that “equivalent” requirements for entry into the MA program are defined broadly.

**Unit response:** The department’s website (<https://catalogue.uottawa.ca/en/graduate/master-arts-criminology/#Admissiontext>) is indeed ambiguous with regard to this question and should be revised. The ambiguity appears in the list of eligibility criteria for the program, which states:

To be eligible for admission to the MA program:

- Students must hold a Bachelor's degree with a major in Criminology or equivalent with a minimum average of 75%(B+).
- Students who don’t hold a Bachelor’s degree with a major in Criminology or equivalent, can demonstrate relevant work experience of 2 years or more by submitting a paper of approximately 300 words detailing the relevance of this professional experience for this program. This document must be added to program application requirements.

It is not clear what "equivalent" means here. While it does state on the same web page under the heading “The Qualifying Program” that under certain conditions "the student [who] has an honors degree in a related field (for example, sociology, psychology, law, social work, science politics, history, philosophy)”, could also be eligible this information does not appear directly under “To be eligible” section. This can create ambiguity as well as self-exclusion from potential students who might otherwise want to apply. Rather than simply specifying that "equivalent" is understood in the broad sense as recommended by the evaluators, we propose resolving the ambiguity by including this possibility under “To be eligible” section. This addition is highlighted in the following rephrasing:

- You must have an honors bachelor's degree with a major in criminology or an honors bachelor's degree with a major in a related field (for example, sociology, psychology, law, social, political science, history, philosophy), with a minimum average of 75% (B+) and with training deemed sufficient in the theoretical and methodological foundations of criminology (students who do not have training deemed sufficient in these foundations could be offered a propaedeutic (for more details on the propaedeutic, see below “The Qualifying Program”).
- Students who don’t hold a Bachelor’s degree with a major in Criminology or equivalent (e.g., sociology, psychology, law, social, political science, history, philosophy), can demonstrate relevant work experience of 2 years or more by submitting a paper of approximately 300 words detailing the relevance of this professional experience for this program. This document must be added to program application requirements.

**Decanal response.** The Department is also encouraged to specifically consider how to create pathways for admission to graduate studies for indigenous students who may not have completed an undergraduate degree, but possibly hold a college diploma and-or have years of professional experience.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Low	Rephrase the “to be eligible” part on the Department of Criminology website, favouring the addition highlighted above.	MA Committee	By the end of Dec. 2022	None

\* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)

**Recommendation 12:** Clarify, through different forms of communication (especially following admission), the choices implied or dictated by the paths chosen.

**Unit response:** For each option offered at the master's level (i.e., the thesis option, the thesis option with a joint degree from uOttawa-Universite Catholique de Louvain, the thesis and field placement option, the major research paper option, the course option, and the course and field placement option), the department's website specifies the compulsory courses and the number of optional courses that the student must take to complete their training.

<https://catalogue.uottawa.ca/en/graduate/master-arts-criminology/#Requirementstext>

Each year in September, the MA committee offers an optional information session for new master's students during which the head of the graduate committee reviews the website content and draws attention to the different requirements for each of the MA options. It is possible that students could benefit from an even more pro-active approach on the part of the department. The MA committee will work to include a direct reference to the website in the student's admission kit and to create a pdf document containing all the information contained on the website that students can use as a quick reference guide.

**Decanal response.** The department may also wish to consider a Visit Day for all graduate students to whom it has made an offer of admission (and before students must submit their decisions), and profit from this Visit Day to ensure that students are aware of the many exciting opportunities available to them.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Low	Include a reference to the website in the admission kit and create a pdf quick reference guide document that outlines the paths for the different MA program options.	MA Committee	By the end of December 2022	None

\* PRIORITY LEVEL: 1. URGENT-IMMEDIATE ACTION REQUIRED 2. IMPORTANT-ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: DEVELOPMENT AND STRATEGY-ACTION TO BE DISCUSSED AND MUST BE IN PLACE BY MID-CYCLE (WITHIN 4 YEARS)

**Recommendation 13:** Add or encourage elective courses at the graduate level, led by bilingual instructors, where students can express themselves in the language of their choice.

**Unit response:** Students apply, are accepted to, and register in the program language of their choice, although they are free to take courses in their second language, should they choose to do so. Unfortunately, we do not have the human resources/teaching capacity to meet the EN and FR graduate course teaching demands and to add additional elective courses that would be taught bilingually. The unit does not retain this recommendation for further action.

**Decanal response.** The Dean concurs with the Department’s view that, in light of the current resource constraints, this is not a strategy that should be prioritized, but would be happy to see this emerge as an option in the future.

Priority Level*	Actions to be undertaken	Assigned to	Timeline	Curriculum change?
Low	None.	NA	NA	None